Cultivating Students' Participation through Online Learning Media in EFL Classroom

Atik Rokhayani[*]

Academic, Department of English Education, Faculty of Teacher Training and Education, Universitas Muria Kudus, Indonesia.
[*]**Corresponding author, E-mail:** atik.rokhayani@umk.ac.id

Abstract

The purpose of this research was to examine how online learning media were utilized to facilitate learning and instruction in EFL class. This investigation employed a qualitative methodology. The population of this research was the English Education Department students, while the sample were the students who joined Basic English Grammar class. The instruments of this study were observation and interview. The observation and interview were analyzed to explore the students' activity and the strengths and the weaknesses of the online learning media. The results underscored that student actively engaged in the course by developing interactive and innovative online learning materials and demonstrated strong collaborative skills. Furthermore, students viewed the utilization of online learning media in the classroom favorably. The students' optimistic outlook was stimulated by the following factors: self-directed learning, approachability, engagement, inspiration, and the chance to develop diverse proficiencies. Online learning resources can facilitate students' comprehension of the English language, specifically grammar, in the classroom, on the condition that instructors are flexible and willing to provide hands-on materials.

Keywords: Students' Participation, Online Learning Media, EFL Classroom

Introduction

Learning and instructing English becomes more engaging if the teacher and the students are involved in the class. It is interesting when the class atmosphere supports the teaching process as well as learning strategies. In the past, traditional methods have been applied in the classroom by teachers. They apply a variety of methods to attract students' attention. In fact, the students have to find sources that will assist them in improving their abilities and skills during that time. Frequently, teachers instruct that students fulfill projects through offline methods. Typically, students accomplish this by composing on paper. The current era is the modern period. Technology utilization in the classroom is linked to education. Technology offers opportunities for pedagogy, learning,

and instruction in various contexts (Meihami & Alexander, 2024). Ensuring the optimal utilization of technological resources is advantageous for teaching and learning. Both learners and teachers could gain from using technological tools regarding academic acquisition.

In addition, it could be beneficial for English language learners. Both learners and teachers can explore offline and online modes. Additionally, the theoretical assumptions underlying the simulation of e-learning strategies is very effective to be applied in the class (Bailey et al., 2021). Nowadays, E-learning has grown rapidly (Mutambik, 2018). However, e-learning has challenges in the EFL context (Alfallaj, 2020; Mohammed, 2020). The teachers need to follow the requirements at all stages of learning. Adults and children might require different methods of instruction. The classroom must focus on the main basis of information at the college. Students at colleges are frequently unique and intelligent. They are capable of imparting their abilities to the class. The role-playing of the teacher is crucial for managing the class in this context. This research solves the students' problems in participation in learning grammar.

Objectives

This study primarily examines the use of online learning media. Online learning media refers to a type of media created by students to enhance the process of teaching and learning. The objective of this research was to examine how online learning media were utilized to facilitate learning and instruction in EFL class.

Concept theory framework

Managing the class is not an easy process. Students and teachers need to collaborate. Each student is afforded an equitable chance to participate in the instructional processes. Integration of the subject matter becomes the principal aim of the study. Students attain a sense of autonomy when teachers tend to provide information through the use of online learning media (Muhammad, 2020). A variety of instructional materials can be incorporated by teachers into the learning environment. Among them is the application of technology.

Online learning media is a fundamental and crucial component of contemporary existence. With the rise of technological advances and the internet, more and more people are using the internet as a fast and dependable means of communication and information sharing. In addition to its increasing popularity as a means for online interaction, the internet has the purpose for communication and educational resource for studying languages in classrooms.

Online learning media is an extensive system which has transformed our daily lives, careers, and learning. It allows for global communication with people. Online learning material can be classified into two categories: asynchronous and synchronous. In addition, Sauro (2009) argued that written synchronous computer-mediated communication can be beneficial for students in learning complex or restricted forms in the class. This is due to the visual clarity of these aspects at written interaction, the wide range of time available for managing and getting ready in synchronous interaction, and the tangible presence of turns rather than an illusion.

The improvements in online learning media have provided additional opportunities in the class. Online learning media becomes an important media that is extensively and effectively used for various purposes, such as social communication, information sharing, and education. Integrating technology in the classroom is expected to yield numerous advantageous outcomes of learning (Zhao & Wang, 2024).

Proficiency in English communication is considered crucial for pupils of the current generation to effectively participate in an increasingly more interconnected global society. Furthermore, modern schools have been recognized for their crucial role in helping students develop into proficient intercultural communicators who have a significant impact on English language fluency and fostering connections with others. Research on English education systems in non-English speaking countries has uncovered a significant disparity between the increasing importance placed on teaching EFL and the recognized ineffectiveness of teaching.

The rapid expansion of online learning media technologies affects students' activities. Many professionals employ technology to promote continuous students' engagement and assessment. Effective communication plays a crucial factor in the classroom. Effective communication between the teacher and the students is necessary for the successful delivery of the instruction. The exponential expansion of knowledge and communication technology is intricately connected to the advancement of online learning platforms. In the current digital age, many individuals are engaging in communication through online platforms. Through the utilization of online learning platforms, students can engage in global communication with individuals from all parts of the world. It serves as a means of communication between individuals.

Online learning media is commonly considered an alternate kind of media. It is often favoured as a solution due to its ability to provide a conducive environment for practicing English. The use of Internet learning resources in grammar lesson is necessary for students to effectively grasp the materials. Online learning media offers advantages by enhancing the classroom environment. Online learning media is highly pertinent to the

digital era. It enables the exchange of messages and interaction between individuals and machines. In addition, online learning platforms provide advancements in the development of communication technologies.

Materials and Methods

This investigation employed a qualitative methodology. It investigated the projects done by the students in EFL class. Students created online learning media in groups. The research was carried out at one of the private universities in Indonesia. The population of this study were the students of English Education Department in the 2023/2024 academic year. The students who enrolled Grammar class were selected as study participants. The participants of the study were 34 English Education Department students. The writer focused on one class. The instruments utilized in this study were gathered by the author via observation checklist and interview form. The data were analyzing using manually. Display and reduction of data constitute the phases of data analysis for this study. The instruments of this study were observation and interview. The observation and interview were analyzed to explore the students' activity and the strengths and the weaknesses of the online learning media.

Results

The utilization of online media in the classroom is highly beneficial. It may be utilized as an e-learning material for teachers as well as students. The internet provides a wide range of activities through online media. Optimally, teachers should optimize online media as studies have demonstrated that integrating technology in the educational setting significantly enhances academic performance. During the learning process, teachers and students organize materials in online media. Students can utilize online media to comprehend the instructional materials.

In addition, teachers may examine the information available in online media. Actually, the students' engagement with the lesson is influenced by online media. The author of this study highlights the significance of using online material in English Grammar classes. She analyzed online media as a form of e-learning to enhance the process of teaching and learning. The teacher and the students utilized online media to facilitate communication during the entire process of teaching and achieving proficiency in English grammar. Students were required to create online media.

The activity of Grammar class is described in the following Table 1.

Table 1: The activity of Grammar class

Activities/Resources	Notes
Topic	1. Tenses
	2. Parts of Speech
	3. Sentence Pattern
	4. Active and Passive Sentence
Platform	1. Youtube
	2. Gdrive
	3. Instagram
Response	1. The students enjoyed learning grammar
	2. The students enjoyed doing the task in group
	3. The students' knowledge improved due to the online learning media
	4. The students felt more confident in learning grammar

After that, the writer interviewed some students to know the use of Online Learning Media in grammar lesson. The interview aimed at investigating the student's perceptions of the strengths and weaknesses of Online Learning Media. The description of the interview results is presented in Table 2.

Table 2: The Strengths and Weaknesses of Online Learning Media

The strengths	The weaknesses
Easy to use	Low level of student participation
Autonomous learning	Additional characteristics are required for discussion
Engaging, and collaborative to interact	
Providing instructional resources	
Ability to send links or videos	
Low internet connection	

Conclusions and Discussion

Discussion

Based on the observation's findings, the lecturer and students used Online learning media for certain purposes, such as activities and resources. There are three categories of topic, platform, and response. Online learning media can be utilized for group, whole-class, and individual student collaboration on assignments. Technological advances can be implemented in the class, which has pedagogical implications for foreign language acquisition (Rafiee & Abbasian-Naghneh, 2021). One way to help students improve their critical thinking and cooperation skills is through collaboration. Collaborative assignments could aid students in building stronger relationships and abilities (Ng, P. M., Chan, J. K., & Lit, 2022). Students cooperate with all of their peers and in small groups, according to the observations.

Grammar instruction might move forward efficiently with assistance through Online learning media as demonstrated by the highly motivated students. In addition to academic contexts, the speaker inspired and supported the students in non-academic ones. In an academic setting, for example, the lecturers gave rewards to students who participated fully in the classroom. In non-academic contexts, however, students frequently assisted their peers in remaining optimistic during a pandemic.

Students were commonly welcomed by the lecturer in every class session. Almost all students provided positive responses. The lecturer was motivated to allow student participation in the learning process by the lecturer and students' attendance in the classroom. Facilitating discussions between lecturers and students, as well as among students themselves, provides an ideal platform for students to support and motivate one another. It can be done through the exchange of information and the expression of the academic environment and a positive life. Furthermore, students are permitted to share their current situations.

Furthermore, both the lecturer and the students employed online learning platforms to exchange insights regarding the subject matter. The exchange of resources and information is important for facilitating learning activities. In addition, the lecturer and students in grammar class displayed good interaction, which fostered a constructive academic atmosphere. Moreover, by exchanging videos and links between the lecturer and students, other students could provide feedback in English, thus improving their proficiency in the language.

The writer asked a number of students questions while observing the class. Students evaluated the strengths and weaknesses of using digital learning media. The ease of use and interactive and communicative nature of online learning materials are among

their benefits. Both lecturers and students use online learning media to present lessons. They believe that learning English through online resources is an effective method. Mobile phones and computers can be used to access online learning media from any location. Students could converse throughout class because of the ease of use of the online learning media. During the interview, the majority of students said, "Online learning media are easy to use." It can be utilized in grammar class as a learning instruction. Grammar could be learned effectively through online learning media. Students' participation in responding to and discussing the topics indicated this. Students were motivated to learn the topics of grammar. The students said, "Learning through online learning media encouraged me to improve my skills in English." Another student added, "I am able to interact with my lecturer and friends in an active manner".

The lecturer and the students might employ online learning resources to master grammar. The lecturer could give the students an explanation or upload it as a presentation. One benefit of online learning media was its reduced bandwidth usage. It didn't take extra access to the internet for the lecturer and the students to comprehend the grammatical materials. Learning became more active since they could participate and communicate right away with online learning media. The most common opinion among students was that "online learning media does not consume a large amount of internet data."

Nevertheless, limited student involvement is one of the challenges of using online learning media. In order to increase student participation and build a positive class atmosphere, the lecturer has to use innovative instructional media. One type of media that can be used is online learning media. Lack of internet connectivity causes challenges for both students and lecturers. Students cannot take part in class if they do not have access to the internet.

Conclusions

Based on the results of the research, the students discuss about tenses, parts of speech, sentence pattern, and active and passive sentence. They uploaded their online learning media via YouTube, drive, and Instagram. They have positive responses toward the use of online learning media in the class. The students created online material that can be utilized in the classroom to facilitate grammar learning. Online media is user-friendly and easy to understand, which makes it an excellent choice to bring into an educational setting. Online media facilitates an easy connection between the teacher and the students. The presence of online media, which can facilitate the activity of understanding grammar, is highly advantageous for teachers as well as students in learning environments focused on grammar. Online media collaborates with students to help them

improve their knowledge of English skills and components.

Moreover, it has been created to have a stimulating educational encounter and enable successful interaction between the teacher and the students. Due to the benefits of online media, e-learning is highly beneficial in educational settings as it aids students in gaining knowledge. Students positively embraced the utilization of online media, suggesting that the incorporation of fundamental technology can contribute to the creation of a successful and enjoyable learning atmosphere. Consequently, the present study suggests that the teachers utilize online media projects from the students. This simple activity enables students to be involved as the experiences as well as exercises when learning grammar.

Recommendations

This study suggests the further researchers could investigate a similar topic but in a different context. Further researchers have the option to address the remaining subjects. By engaging in learning media projects offered, students can acquire comprehensive knowledge and proficiency in every element of English knowledge. In order to minimize the shortcomings of online learning media, it is necessary to offer students supplementary projects and tasks.

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